

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

May 25, 2000

The State Council of Higher Education for Virginia and the Virginia Board of Education met for a joint meeting at the Hyatt Hotel in Richmond, Virginia, on Thursday, May 25, 2000. Mr. Kirk Schroder, president of the Board of Education and Mr. John Padgett, chairman of the State Council of Higher Education for Virginia (SCHEV) presided. The meeting was called to order at 7:25 p.m.

The following members of the Board of Education were present:

Kirk T. Schroder, President	Audrey Davidson
Susan Noble, Vice President	Susan Genovese
J. Brandon Bell	Ruby Rogers
Jennifer C. Byler	John Russell
Mark C. Christie	Jo Lynne DeMary, Acting Superintendent of Public Instruction

The following members of State Council of Higher Education were present:

Daniel Balfour	Karen Marcus
John Gerdelman	Dalceno Miles
Scott Goodman	John Padgett
Rayford Harris	Phyllis Paleiro, Director

DISCUSSION ITEMS

Presentation on Teacher Supply and Demand in Virginia

Dr. Thomas Elliott, Assistant Superintendent of Teacher Education and Professional Licensure at the Department of Education, presented this report. His briefing was based on preliminary data reported by 126 school divisions in the Commonwealth. The data for non-school division survey respondents (state operated programs) were excluded from the report and tabulated separately.

The Virginia public school system's instructional personnel profile is an effort of the Virginia Department of Education to better understand the hiring trends, practices and needs of school divisions across the state. The study involved the administration of a mail survey to every school division's director of human resources. The Virginia Tech Center for Survey research (CSR) was contracted by the Department of Education to

develop the survey instrument, administer the survey, and prepare a database of survey results.

Following is a list of the top ten areas of severe teacher shortage as reported by school divisions:

- ♦Physics
- ♦Emotionally disturbed
- ♦Severely/profoundly disabled (k-12)
- ♦Mathematics
- ♦Speech-language pathology (PreK-12)
- ♦Hearing impaired (PreK-12)
- ♦Earth science
- ♦Learning disabled (k-12)
- ♦Mental retardation (k-12)
- ♦Visually impaired

Presentation on Options for Responding to the Shortage of Teachers: Initiatives in Other States

Mrs. Anne Wescott, Assistant Superintendent for Policy and Public Affairs at the Department of Education, presented this report. Mrs. Wescott reported that ensuring quality teachers in every classroom would not happen as a result of a “quick fix,” but will require long-term solutions.

Mrs. Wescott’s presentation included the following list of state strategies to ensure quality teachers in every classroom:

Teacher Recruitment – Almost half of the 1992-93 college graduates who prepared to teach had not been in a classroom four years after graduation. States are recruiting college graduates, encouraging mid-career professionals to switch to teaching, and coordinating statewide recruitment. Some teacher recruiting techniques that states use are college scholarships, forgivable college loans, sign-on bonuses, and early-age recruitment. By moving the mid-career professional into the teaching profession states are establishing alternative methods to obtain a teaching license, competing with other professions, and providing financial bonuses. Statewide coordination used by states includes statewide applications, clearinghouses, and Internet use.

Teacher Supports – Twenty percent of the 1992-93 graduates, who were teaching by 1993-94, left within three years. To address this issue states have established mentor programs, improved working conditions, and provided professional development. Under the mentor program, seasoned teachers assist new teachers to give them support and advice from more experienced colleagues. Twenty-eight states have laws that encourage districts to offer these programs. Working conditions used to give teacher support include prohibiting the assignment of extracurricular duties to beginning teachers, giving teachers greater autonomy,

and affording a learning-rich environment. Professional development must be constructed in ways that deepen teacher discussion, expand teachers' ability to question, and enrich the array of possibilities for action.

Learning Environment – Teachers who were not satisfied with the school environment were twice as likely to leave the profession, according to an analysis of data from a five-year federal study. To address this issue, states recognize the following factors that contribute to a supportive environment in which to work: (1) Supportive parents—create partnerships, raise public awareness, and provide assistance to local school divisions; (2) School Safety—promote and provide information concerning school safety, review model approaches and programs, and explore ways of linking safe schools to broader community and family-based efforts; (3) Conducive climate—school reform cannot succeed unless it focuses on creating the conditions in which teachers can teach and teach well.

Dr. Karl L. Schilling, Deputy Director for Policy at the State Council of Higher Education, reported that in Virginia there is a critical shortage in mathematics, science, and special education, a shortage in minority teachers, and a decline on individuals completing teacher preparation programs.

Dr. Schilling reported that some common state approaches to reduce the shortage of teachers are: alternative routes to certification and licensure, loan forgiveness and scholarship program, mentoring and induction programs, and minority and youth recruitment programs. Some other innovative state approaches and proposals are: exemption from state income tax, housing subsidies, recruiting online, pay increase due to student performance, shifts away from rigid pay schedule, and signing bonuses.

Panel Discussion: Reactions from the President and Deans of Education of Selected Virginia Colleges and Universities

The following members of the panel discussed teacher education in Virginia:

Virginia L. McLaughlin, Dean, School of Education, College of William and Mary and President-Elect, Virginia Association of Colleges for Teacher Education

John Oehler, Dean, School of Education, Virginia Commonwealth University

Doug Brown, Provost, James Madison University

Lonnie Shaffer, Director of Education Planning, Virginia Community College System.

After brief comments made by each of the panelists, the Board and Council engaged in dialog with panelist about ways to improve teacher education in Virginia as

well as how to provide insights on the issue of attracting and retaining teachers in the profession.

Discussion of the Role of SCHEV and the Board of Education in the Work of the Commission on Accountability

There was a brief discussion on this topic.

Action Item: Presentation and Discussion of Resolution for the Establishment of a Joint Taskforce on Teacher Education in Virginia

The “Resolution Directing the Establishment of a Task Force on the Teaching Profession in Virginia” was discussed by the State Board of Education and State Council of Higher Education in Virginia.

Following are the revisions made to the resolution as a result of the discussion:

In the Title—Add the word *joint* and *K-12*.

First paragraph—Replace the word *commission* with *constitution*.

Tenth paragraph—Add the word *K-12*.

Eleventh paragraph, 2nd line—Replace *its charter* with the *a charter* and insert *to be agreed to by the respective bodies, and . . .*

Eleventh paragraph, 4th line—Replace *responsibilities of the Commission* to *responsibilities of the Joint Task Force*.

Twelfth paragraph, 1st line—Add *K-12*.

Twelfth paragraph, 4th line—Add *K-12* and end the sentence after the word *Virginia*; deleting the remaining words.

The resolution reads as follows:

**A Resolution
Directing the Establishment of
A Joint Task Force on the K-12 Teaching Profession in Virginia**

WHEREAS, Article VIII of the Constitution of Virginia requires that the state shall provide a “system of free public elementary and secondary schools for all children of school age throughout the commonwealth, and shall seek to ensure that an educational program of high quality is established and continually maintained;” and

WHEREAS, providing for qualified, competent, and gifted classroom teachers is a shared responsibility between the Board of Education and the State Council of Higher Education for Virginia, as

established in ' ' 22.1-294.22.1-297 through 303; 22.1-305.1; and 22.1-253.13.5 of the *Code of Virginia*; and

WHEREAS, this cooperative effort between the Board of Education and the State Council of Higher Education for Virginia fosters the development of teacher preparation programs that ensure quality, reflect research-supported best practices, and build upon the unique strengths of faculties and students that are needed in the constantly changing educational environment; and

WHEREAS, a recent research study conducted by the National Center for Education Statistics (1998) shows that by 2008, approximately 2.4 million teachers will be needed in the United States, thus requiring schools to hire more than 2,000 new and beginning teachers each year; and

WHEREAS, this unprecedented demand for teachers comes at a time of growing student enrollments, increasing retirement rates for teachers currently in service, initiatives throughout the states to reduce the number of students in each classroom, and the troubling trend of teachers choosing to leave the profession; and

WHEREAS, these challenges, faced by states throughout the country, are exacerbated by economic and demographic conditions that lead to uneven geographic distribution of the teaching force, making teacher shortages most intensely felt in urban and rural areas of the country; and

WHEREAS, during the past several years, states have experienced difficulties attracting and retaining teachers, and also are facing increasing shortages of teachers representing minority groups and certain content areas including mathematics, physics, earth science, special education, and foreign languages, and

WHEREAS, in response to the shortages, states are working to develop and implement comprehensive programs that address the need to attract, retain, and motivate the best talent into the teaching profession through a variety of coordinated, research-based programs and initiatives; and

WHEREAS, teacher workforce trends in Virginia mirror that of other states, as evidenced by statistics showing that last year Virginia employed over 86,000 classroom teachers, 6,000 of whom are new or beginning teachers, a number that is projected to increase to 7,600 by the coming school year; and

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education and the State Council of Higher Education for Virginia shall establish the Joint Task Force on the K-12 Teaching Profession in Virginia;

BE IT FURTHER RESOLVED, that the business and deliberations of the Joint Task Force on the K-12 Teaching Profession in Virginia be conducted as specified in a charter, to be agreed to by the respective bodies, and which shall set forth the purpose, membership, organization, operating procedures, and responsibilities of the Joint Task Force;

BE IT FINALLY RESOLVED, that the Joint Task Force on the K-12 Teaching Profession in Virginia be directed to convene for the purpose of advising and making recommendations to the Board of Education and the State Council of Higher Education for Virginia on issues facing the K-12 teaching profession in Virginia

Adopted May 25, 2000

By the State Council of Higher Education for Virginia
And the Virginia Board of Education

A motion was made by a member of the Board of Education to adopt the resolution. The motion was seconded by a Board of Education member and a member of the State Council of Higher Education for Virginia. The motion carried unanimously.

ADJOURNMENT

The joint meeting of the State Board of Education and the State Council of Higher Education for Virginia adjourned at 8:55 p.m.

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

May 26, 2000

The Board of Education and the Board of Vocational Education met for the regular business meeting at the Cultural Arts Center in Glen Allen, Virginia with the following members present:

Mr. Kirk T. Schroder, President
Ms. Susan T. Noble, Vice President
Senator J. Brandon Bell
Mrs. Jennifer C. Byler
Mrs. Audrey B. Davidson

Mrs. Susan L. Genovese
Mrs. Ruby W. Rogers
Senator John W. Russell
Dr. Jo Lynne DeMary, Acting
Superintendent of Public Instruction

Mr. Schroder called the meeting to order at 9:20 a.m.

INVOCATION AND PLEDGE OF ALLEGIANCE

Senator Russell gave the invocation and led in the Pledge of Allegiance.

APPROVAL OF MINUTES OF THE BOARD

Mrs. Rogers made a motion to approve the minutes of the April 26-28 meeting. Copies of the minutes had been distributed previously to all members of the Board for review. The motion was seconded by Mrs. Genovese and carried unanimously.

APPROVAL OF AGENDA

All action items were rearranged on the agenda in the following order: *Item G, Final Review of Proposed Music Standards of Learning; Item H, Final Review of Proposed Visual Arts Standards of Learning; Item I, Final Review of Proposed Theatre Arts Standards of Learning; Item J, Final Review of Proposed Dance Arts Standards of Learning; Item L, First Review of Proposed By-Laws for the Board of Education; First Review of a Request for Approval of a Chemistry Course to Satisfy Graduation Requirements; First Review of a Request for Increased Graduation Requirements; and Item M, Final Review of the Proposed Standards of Learning for Computer/Technology.*

Mrs. Noble made a motion to approve the amended agenda. The motion was seconded by Mrs. Genovese and carried unanimously.

APPROVAL OF CONSENT AGENDA

The motion was made by Mrs. Noble, seconded by Mrs. Davidson, and carried unanimously for approval of the following items on the consent agenda.

- Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List
- Final Review of Recommendations Concerning Applications for Literary Fund Loans
- Final Review of Financial Report on Literary Fund

Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List

The Department of Education's recommendation is that funds be released for one project in the amount of \$4,167,647 and that funding for four projects in the amount of \$15,513,000 be deferred and the projects be placed on the First Priority Waiting List. These recommendations were accepted by the Board of Education's vote on the consent agenda.

The Department of Education further recommends that the two projects for Alleghany County be placed on the Waiting List at an interest rate of three percent as required by Sections 6.1 and 6.2 of the Literary Fund regulations. The interest rate adjustment requested by Alleghany Highlands cannot be acted upon at this time. Section 6.3 of the Literary Fund regulations provide that the interest rate may be adjusted on the date funds for the Literary Loan are approved for release, therefore, this action cannot occur until such time as funds are available for the Board of Education to approve the release of the loan. This may be as much as one year or more in the future. It is recommended, however, that the Board's actions note receipt of the request from Alleghany Highlands and that action to adjust the rate of interest be deferred until the appropriate time as permitted by the regulations. These recommendations were accepted by the Board of Education's vote on the consent agenda.

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
Carroll County	Gladesville Elementary	\$4,167,647.00
	TOTAL	\$4,167,647.00

First Priority Waiting List

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
Botetourt County	Buchanan Elementary	\$452,000.00
Botetourt County	Eagle Rock Elementary	61,000.00
Alleghany Highlands	Alleghany Elementary	7,500,000.00
Alleghany Highlands	Alleghany Middle	7,500,000.00
	TOTAL	\$15,513,000.00

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendation for approval of four new applications in the amount of \$15,513,000 subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156 *Code of Virginia*, was accepted by the Board of Education's vote on the consent agenda.

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
Botetourt County	Buchanan Elementary	\$452,000.00
Botetourt County	Eagle Rock Elementary	61,000.00
Alleghany Highlands	Alleghany Elementary	7,500,000.00
Alleghany Highlands	Alleghany Middle	7,500,000.00
	TOTAL	\$15,513,000.00

First Review of Financial Report on Literary Fund

The Department of Education's recommendation to approve the financial report on the status of the Literary Fund as of March 31, 2000 was accepted by the Board of Education's vote on the consent agenda.

RESOLUTIONS AND RECOGNITIONS

A Resolution of Recognition was presented to Dr. Mark A. Edwards, Superintendent of Henrico County Public Schools and Superintendent of the Year.

Resolutions of Appreciation were presented to Mrs. Cherry Gardner, Fine Arts Specialist for Art, Dance and Theatre, and to Dr. Theresa Lee, Fine Arts Specialist for Music, Department of Education.

Resolutions of Appreciation were presented to the members of the following Standards of Learning Committees:

Dance Arts Standards of Learning Revision Writing Team Members

Brett Bonda
The Richmond Ballet

Robyn Hart Schroth
Shenandoah Conservatory

Sharon G. Butcher
Shenandoah Conservatory

Brian Zigler
Fairfax County Public Schools

Erica M. Helm, Project Consultant
Shenandoah Conservatory

Pegeen Albig
Radford University

Rebecca Hodal
Appomattox Regional Governor's School

Deborah Thorpe
The Governor's School for the Arts

Pat Mosley
Chesapeake City Public Schools

L. Stoner Winslett
The Richmond Ballet

Dance Arts Standards of Learning Revision Writing Team Members (continued)

Tara Mullins
Henrico County Public School

Music Standards of Learning Revision Writing Committee

Dr. Irma H. Collins, Project Consultant
Adjunct Professor, Shenandoah University/Conservatory

Elementary/General Music:
William R. Elliott
Tazewell County Public Schools

Dr. Darla Hanley
Shenandoah University, Associate Professor, Music Education/Music
Coordinator of Graduate Studies in Music Education

Bonnie L. Johnson
Newport News City Public Schools

Patricia B. Kennedy
King William County Public Schools
Dr. Raymond W. S. Lowther
Danville City Public Schools

Suzanne Mallory-Parker
Chesterfield County Public Schools

Michael R. Milam
Botetourt County Public Schools
Elementary Music Specialist, Cloverdale Elementary School
Choral Director, Lord Botetourt High School

Karen C. Reichard
Harrisonburg City Public Schools
Waterman Elementary School

Elizabeth R. Spiers
Henrico County Public Schools
Dumbarton Elementary School

Vocal/Choral Music:
Jay BeVille
Hanover County Public Schools
Performing Arts Lead Teacher Specialist

Kathy F. Carter
Franklin County Public Schools
Choral Director, Franklin County High School

Melvin C. Goodwyn, Jr.
Prince William County Public Schools
Choral Director, C.D. Hylton High School

Music Standards of Learning Revision Writing Committee (continued)

Elizabeth N. Hazelette
Norfolk City Public Schools
Senior Coordinator of Music

Dr. Nancy K. Klein
Old Dominion University
Associate Professor, Choral Music Education; Director of Choirs
Graduate Program Director for Music Education

Barbara A. Perry
Stafford County Public Schools
A.G. Wright Middle School/Colonial Forge High School

June L. Stegall
Frederick County Public Schools
Choral Director, James Wood High School

Instrumental Music:

Terry Austin
Virginia Commonwealth University
Associate Professor of Music, Director of Bands

Glen W. Burtner
Lancaster County Public Schools
Band Director, Lancaster Middle School

Marvin Lockett
Highland County Public Schools
Music Teacher, Highland Elementary School and Band Director, Highland High School

Michael Daniel Neller
Amelia County Public Schools
Band Director, Amelia County Middle and Amelia County High School

Stanley Schoonover
Fairfax County Public Schools
Music Specialist

Joanne Steele
Roanoke City Public Schools
Band/Strings, Stonewall Jackson Middle School
Conductor of the Junior Strings of the Roanoke Symphony

Patrick L. Trice, Jr.
Carroll County Public Schools
Band Director, Woodlawn School

Mary L. Wagner
Fairfax County Public Schools
Orchestra Teacher, Sangster Elementary School and Cherry Run Elementary School

Theatre Arts Standards of Learning Revision Writing Team

Marilou Cook
Fairfax County Public Schools

Tom Clark
Stafford County Public Schools

C. M. Damron
Fairfax County Public Schools

Susan Damron
Richmond City Public Schools

Phillip Grayson
James Madison University

Judy Thibault Klevins
Arlington County Public Schools

Douglas H. Rome
Henrico County Public Schools

Bruce Miller
Theatre IV

William F. Snyder
Williamsburg/James City Public Schools

Bradley R. Rickel
Fairfax County Public Schools

Mary Helen Birdsall
Gloucester County Public Schools

Rachel Sailer
Salem City Public Schools

B. J. Carroll
Galax City Public Schools

Ronal Stepney
Professional Artist/Educator

Julie Clark
Prince William County Public Schools

Shelley L. Willis
Hanover County Public Schools

Visual Arts Standards of Learning Revision Writing Team

Dr. Noel G. Lawson
Professor Emeritus of Art Education
Radford University
Consultant to the Visual Arts and Theatre Arts Writing Teams

Samuel Banks
Richmond City Public Schools

Dr. Sally Shumard
Virginia Commonwealth University

Marie-Claire Bullins
Smyth County Public Schools

Cynthia Lynn Smith
Hanover County Public Schools

Shirley Cadmus
Danville City Public Schools

Dr. Stephen Carpenter
Old Dominion University

Kathy Coughlin
Prince William County Public Schools

Joyce A. Crown
Essex County Public Schools

Lin L. Ferrell
Chesterfield County Public Schools

Sandi D'Alessandro
Roanoke County Public Schools

Dr. Carole Hubbard
Newport News City Public Schools

Sandra Sue Hammonds
Fairfax County Public Schools

Visual Arts Standards of Learning Revision Writing Team (continued)

Bonnie B. Keyser
Alleghany Highlands County Public Schools

Jill Hartz
Bayly Art Museum

Paul E. Llewellyn
Henrico County Public Schools

Robert H. Mercer, III
Gloucester County Public Schools

Dr. David D. McKinney
Virginia Museum of Fine Arts

Bettyann Plishker
Fairfax County Public Schools

Susan S. Richardson
Virginia Beach City Public Schools

Michelle Tillander
Governor's School for the Arts

Jo Lynne Shockley
Carroll County Public Schools

Dr. Roger D. Tomhave
Governor's School for the Arts

ACTION/DISCUSSIONS ITEMS

Final Review of Proposed Music Standards of Learning

Senator Russell asked for clarification of sight-reading and sight-singing. Dr. Theresa Lee, specialist in music for the Department of Education, said that sight-reading was a more general term than sight-singing because sight-singing limits the interpretation to merely singing. She said the correct term would be sight-reading but sight-singing was used in the opening narrative of the document for consistency.

Final Review of Proposed Visual Arts Standards of Learning

Mrs. Davidson said several comments were made during the Fine Arts public hearing concerning *Visual Communication and Production—A1.6, The student will produce works of art that demonstrate an understanding of art media with emphases on drawing, painting, and sculpture* located on page 22. Mrs. Davidson said that several art teachers were concerned that there would be a limit in this field by putting emphases on drawing, painting, and sculpture. They said that items such as fabric weaving, jewelry making, etc. would be eliminated because it would not fit into this category. Mrs. Davidson suggested that this category be reworded to the following: *The student would produce works of art that demonstrate an understanding of two-dimensional and three-dimensional art media with emphases on drawing, painting, and sculpture*. Mrs. Cherry Gardner, principal specialist for fine arts at the Department of Education, said the members of the team and the consultant, present at the meeting today, discussed this change and agreed with it, if the Board approves. The Board members agreed unanimously and the change was adopted.

Final Review of Proposed Theatre Arts Standards of Learning

Board members did not have any comments.

Final Review of Proposed Dance Arts Standards of Learning

Board members did not have any comments.

**ADOPTION OF STANDARDS OF LEARNING FOR MUSIC, VISUAL ARTS,
THEATRE ARTS AND DANCE ARTS**

Mrs. Davidson made a motion to adopt the Proposed Standards of Learning for Music, Visual Arts, Theatre Arts, and Dance Arts to take effect immediately. The motion was seconded by Mrs. Rogers and carried unanimously.

Mr. Schroder, on behalf of the Board, thanked all dedicated educators, artists and art advocates for all of their hard work. He said this was a great accomplishment and a major step forward.

First Review of Proposed By-Laws for the Board of Education

Mr. Schroder and Mrs. Diane Atkinson, Special Advisor at the Department of Education, presented this item. Mrs. Atkinson reviewed the by-laws and sent a letter of recommendations to the Board. The following issues were discussed:

Article Three, Section 1, Annual Meeting—Consider moving to February 1 because Board President and Vice-President are elected during this month.

Article Three, Section 4, Place of Meetings—Strike the language, *outside the Commonwealth of Virginia*. Adopt the new language to read as follows: *Annual and regular meetings of the Board shall ordinarily be held at the office of the Superintendent of Public Instruction. The Board may hold annual and regular meetings at such other place or places, for any time period within the Commonwealth of Virginia, as designated in advance from time to time by the President, or in the absence of the President, by the Vice-President.*

Article Three, Section 7, Notices of Meetings—Include new language about notice of meetings to the public, whether or not public comment will be received at the meeting and the approximate point during the meeting when public comment will be received.

Article Ten, Student Advisory Committee—Senator Russell said he couldn't vote for the by-laws as long as this article is included. Senator Russell said that students have taken over most of the classrooms, hallways, shopping malls, parking lots, and convenience stores, and students should not be telling the Board of Education how to run public schools.

Mrs. Byler said she thinks that it is a good idea to have input from students. Her concern is that the Board is creating more bureaucracy and would prefer to have all members of the Board present at the meetings with the students instead of three Board members.

Mrs. Davidson said her concern is including it in the by-laws while other committees are not listed. Mrs. Rogers said she thinks this is a wonderful idea but asked if there is any way for the entire Board to meet with the committee. Mrs. Genovese said she views it as a modeling experience for the students and a tremendous way for the Board to get their message out to students.

Article Eleven, Public Participation—Remove the third sentence beginning with the word *opportunities* and include new language to read as follows: *Opportunities will be provided, at the discretion of the board president, for individuals or citizens representing a group or groups to appear on the agenda of a regular meeting or work session of the Board.*

Article Twelve, Department Personnel Ratification—Mr. Schroder suggested that the language in this article be eliminated because it is a carry over from previous By-laws.

Article Thirteen, Section 1, Board Operations—The recommendation is to address promulgating in accordance with the Administrative Process Act and any applicable Executive Orders.

Article Thirteen, Section 3, Official Papers—The recommendation is to insert new language to read as follows: *All official records of the board shall be open for inspection. Further, the official records of the board shall be kept on file in the Department of Education for a period of five years, afterwhich the record shall be maintained in accordance with the Records Retention and Disposition Schedule prescribed by the Library of Virginia.*

The Board agreed to keep the By-laws on first review and Mrs. Atkinson will provide the Board with another draft for second review at the June meeting.

First Review of a Request for Approval of a Chemistry Course to Satisfy Graduation Requirements

This item was presented by Mr. Chares W. Finley, Assistant Superintendent for Accountability at the Department of Education, and by Dr. Leslie Sharp, Director of Instruction, and Mrs. Carol Burgess, Assistant Principal at Handley High School in Winchester City Public Schools.

The school board for the City of Winchester requested approval to offer a Chemistry 2 course. Currently, the division offers chemistry at the secondary level over two years (Chemistry I and Chemistry 2) and awards two units of credit toward an Advanced Studies Diploma. The two courses cover the Standards of Learning adopted by the Board for Chemistry, and it also includes instruction in related societal issues and technology applications in Chemistry. Students will take the Chemistry end-of course SOL test following completion of the second year of the course.

Senator Bell requested a breakdown of the technology courses, and asked if it is science oriented. Mr. Finley said the Technology 1 and Technology 2 courses are allowed to be substituted as a physics credit when the teacher has an endorsement in technology and physics.

Dr. DeMary said that students who complete Principles of Technology I and II may use these courses to satisfy one physics credit in laboratory science. A student must complete both courses in the sequence in order to receive laboratory science credit. The sequence of Principles of Technology I and II will satisfy one unit of credit in laboratory science for physics and one elective credit. Students who enroll in Principles of Technology courses for a physics credit must have completed Algebra I and two other laboratory science courses as specified by the accrediting standards prior to enrolling in Principles of Technology.

Mrs. Genovese said that offering two credits in science would be much more of an incentive to continue in the sciences than doing one in science and one as an elective.

Mrs. Noble said that it is consistent with the mathematics credits, and it is more of an enabler than an inhibitor.

The Board agreed to waive first review. Mrs. Rogers made a motion to approve the request. The motion was seconded by Senator Russell and carried unanimously.

First Review of a Request for Increased Graduation Requirements

Mr. Finley and Dr. James Blevins, Superintendent of Bedford County Public Schools, presented this item. The school board of Bedford County submitted a request for additional requirements for graduation in the form of four sequential credits in vocational or fine arts electives for students seeking a Standard Diploma. These requests have been reviewed and found to be inconsistent with the Board's *Guidance Document Re: Requests for Additional Graduation Credit Requirements and Requests to Allocate Electives from Local School Boards* adopted June 25, 1998.

The Standards of Quality were recently amended to require that all students pursuing the Standard Diploma complete two sequential electives as a part of the diploma program. In addition, the Bedford Public Schools had additional requirements for the Standard Diploma that has been grandfathered under the revised accrediting standards. The division has since rolled those requirements back to the minimum requirements outlined in the accrediting standards.

The Board agreed to waive first review. Mrs. Byler made a motion to deny the request. The motion was seconded by Mrs. Noble and carried unanimously.

At this point in the meeting, Mr. Schroder handed the gavel to Ms. Noble, the Board's vice-president, who presided for the remainder of the meeting.

Final Review of the Proposed Standards of Learning for Computer/Technology

Mr. Lan Neugent, Assistant Superintendent for Technology at the Department of Education, presented this item. At the public hearing on February 24, 2000 the Board of Education directed that the time period for public comment on the proposed Computer/Technology SOL to be completed by grade 12 be extended until May 12, 2000.

Senator Russell made a motion to adopt the Computer/Technology Standards to be completed by the end of grade 12. It is further recommended that these standards be distributed to all schools and other interested parties as soon as final approval is granted. The motion was seconded by Senator Bell and carried unanimously.

First Review of Plan of Action for the Education of Homeless Children and Youth in Virginia

Mr. George Irby, Director of Compensatory Programs at the Department of Education, presented this item. Ms. Patricia Popp and Dr. James Stronge, state coordinators of the homeless education programs, assisted him.

Project HOPE, Virginia's program for the education of homeless children and youth is administered by The College of William and Mary. Funding for the program is authorized under Subtitle VII-B of the Stewart B. McKinney Homeless Assistance Act of 1987 (Public Law 100-77), reauthorized in 1990 (P.L. 101-645) and 1994 as part of the Improving America's Schools Act (P.L. 103-382).

Project HOPE addresses enrollment barriers encountered by homeless children and youth on a case-by-case basis. Within the past year, the number of requests for assistance related to enrollment has increased and patterns have emerged which suggest alternative approaches be considered. In January 2000, the Board offered its support for legislation to amend Virginia Code to comply with the McKinney Act and development of a plan of action to be pursued by the Virginia Department of Education and Project HOPE.

The comparison of McKinney Legislation and Virginia Code and the Proposed Plan of Action address major issues identified as potential barriers to the enrollment of homeless children and youth. They are as follows:

- ♦ SB147, approved by the Virginia General Assembly and signed by Governor Gilmore is effective July 1, 2000 and expands the *definition of homeless* and *residency* to align with the language provided in preliminary guidance from the U.S. Department of Education, allows schools to use an alternate address if a *street address* is not available, and allows students to enroll in school while the school assists the family in scheduling a *physical examination*.

- ♦ Virginia Code provides flexibility for *birth certificates* and *social security numbers*. The plan suggests these be explained through a Superintendent's Memo.
- ♦ It is proposed that *guardianship* and *transportation* continue to be addressed on a case-by-case basis and documented to determine if additional action is needed.
- ♦ The proposed plan of action suggests that the Virginia Code requirement for *immunization* records be addressed by collaboration between the department of Education and the Health Department to explore the possibility of expediting record retrieval and provision of immunizations to allow timely school enrollment.
- ♦ A *dispute resolution* process is being drafted to comply with the McKinney Act requirement that the state have a plan for dispute resolution.
- ♦ The proposed plan of action addresses additional strategies for raising division and school level *awareness* of homeless education issues.

Mrs. Davidson made a motion to approve the proposed Plan of Action for the Education of Homeless of Children and Youth. The motion was seconded by Mrs. Rogers and carried unanimously.

Report of the Advisory Board on Teacher Education and Licensure (ABTEL) to the Board of Education

Ms. Brenda Duda, Chair of ABTEL, presented the report of the Advisory Board on Teacher Education and Licensure to the Board of Education.

The Advisory Board, which consists of nineteen-members, advises the Board of Education and submits recommendations on policies applicable to the qualifications, examination, licensure, and regulation of school personnel including revocation, suspension, denial, cancellation, reinstatement, and renewal of license, fees for processing applications, standards for the approval of preparation programs, reciprocal approval of preparation programs, and other related matters as the Board of Education may request.

The Advisory Board meets periodically with the Board of Education to review accomplishments, make recommendations, and discuss future directions in the areas of teacher education and licensure.

During the 1999-00 school year, the Advisory Board pursued the following initiatives:

- ♦ Professional assessments for beginning teachers (Praxis II)
- ♦ Validation and standard setting studies for the School Leaders Licensure Assessment (principals and central office personnel) and middle school content assessments

- ♦ Standards Governing the Accreditation of Approved Teacher Education Programs
- ♦ Military “career switcher” alternative route to licensure
- ♦ Virginia teacher scholarship loan program
- ♦ Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents
- ♦ National Board Certification
- ♦ Articulation Agreements Between Two-and Four-year Institutions
- ♦ Technology Requirements
- ♦ Title II, Section 207, of the Higher Education Act

The Advisory Board prepared recommendations to the Board of Education in the following areas:

1. Qualifying scores (cut-scores) for the middle school content assessments in English/language arts, mathematics, science, and social studies
2. Qualifying score for the school leaders licensure assessment for principals and supervisory personnel
3. Continued Accreditation Of Virginia State University’s Approved Teacher Education Programs

Mrs. Noble recognized Dr. Thomas Elliott, Department of Education liaison for ABTEL, and Mrs. Patty Pitts, Director of Teacher Licensure at the Department of Education. Mrs. Noble also recognized Jill Fox and Mary McCauley, members of the ABTEL Executive Committee present at the Board meeting.

The Board accepted the report.

Report on the Budget Action of the 2000 General Assembly

Mr. Dan Timberlake, Assistant Superintendent for Finance at the Department of Education presented this item. Mr. Timberlake said that Governor Gilmore presented his budget for the 2000-2002 biennium to the General Assembly on December 20, 1999. The budget included over \$600 million in new spending for public education. The majority of this increased spending was for the continuation of the existing Standards of Quality program.

The Governor also included several new initiatives in his budget recommendation. Additional funding was provided to:

- ♦ Expand the Early Reading Intervention program to include grades kindergarten through 3
- ♦ Provide a new program for math remediation in grades 7 and 8
- ♦ Distribute Literary Fund revenues for technology grants
- ♦ Develop and field test additional SOL test questions
- ♦ Provide electronic copies of SOL tests results

- ♦ Provide analysis of SOL tests results
- ♦ Pilot the new alternative route to teacher licensure
- ♦ Provide mentor teachers for individuals who enter the teaching profession through alternative route to licensure
- ♦ Provide special education services in local jails
- ♦ Provide academic review teams for schools that are accredited with a warning

The General Assembly accepted Governor Gilmore's proposed budget for public education with only a few modifications. Following is a summary of the types of changes made by the General Assembly:

Standards of Quality (SOQ) Programs—Adjusted sales tax inflation, and VRS rates.

Technology Initiative—Changed source of funds and distribution methodology. Expanded program to include funds for all schools.

Math Remediation—Changed emphasis from a program designed to help students prepare for taking algebra to a program designed to help students pass algebra. Expanded the grade levels.

Remediation Programs—Adopted language that allows school divisions to treat funds received for Remedial SOQ, SOL Remediation, and Remedial Summer School as block grant funds to be used without any restrictions.

Lottery Proceeds—Changed use of the lottery funds from the Governor's proposed program of flexibility to require that no less than 50 percent of the lottery funds must be used for non-recurring costs such as school construction, renovation, etc.

The General Assembly proposed additional funding for several initiatives. They include:

- ♦ New and expanded governor's school programs
- ♦ Administrative software support and technology resource assistants
- ♦ Teacher salaries—2.4% increase effective December 1, 2000
- ♦ Vocational equipment increases
- ♦ Reduced speech language pathologist caseloads
- ♦ Expansion of the regional alternative education programs
- ♦ Additional school health services

The Board accepted the report.

PUBLIC COMMENT

The following persons spoke during the public comment:

Rebecca Lamphere
Pamela Greene-Stinnett
Janet Hyde-Wright

DISCUSSION OF CURRENT ISSUES

Senator Russell asked Board members if they had received an invitation to the Annual Conference of the Virginia Association of Supervision and Curriculum Development, which will be held November 30 through December 1, 2000. He noted that one of the speakers would be Dr. Gerald Bracey, who will a keynote speaker at this conference. Senator Russell read from a 1991 article in which Dr. Bracey wrote, "In the United States, we avoid discussing the implication of over-educating because we fear we cannot reach conclusions that clash with our idea of equal opportunity for all. But until everyone owns a humanoid robot as well as a car and a colored television, some person will have to do the dirty work. And until then, however, loath we are to admit it, we must continue to produce an uneducated class." Senator Russell stated his total disagreement with this statement, and he wanted the Board members to be aware of it.

ADJOURNMENT

There being no further business, Mrs. Noble adjourned the meeting of the Virginia Board of Education and the Board of Vocational Education.

MEETING OF THE BOARD OF VIRGINIA SCHOOLS FOR THE DEAF AND BLIND FOUNDATION

Mrs. Noble convened the meeting of the Virginia Schools for the Deaf and Blind Foundation. Mrs. Noble conducted business of the Foundation, including election of officers. Mrs. Davidson was elected president, and Mrs. Genovese was elected vice-president.

Mrs. Davidson proceeded with the agenda. Dan Timberlake was elected secretary-treasurer, and Bob Whytal was elected executive director. Mrs. Davidson turned the meeting over to Dan Timberlake. Mr. Timberlake presented the financial report of the Foundation as of December 31, 1999.

The meeting of the Foundation of the Virginia Schools for the Deaf and Blind adjourned.

President

Secretary of the Board